

CWCS and 4-Year-Old Kindergarten (4K): A Guide for 4K Program Coordinators
7-9-2012

Overview

Requirement: The Course Work Completion System (CWCS) is a component of the student level data collection of the Department of Public Instruction (DPI) Individual Student Enrollment System (ISES). CWCS is intended to capture data on all K4 –12 grade level curriculum and student achievement:

- the courses taught and the student enrollment (using standard course codes)
- the teacher(s) teaching the course based on their DPI Educator File Number
- Classroom Type – optional field (single or multiple)
- multiple other course, teacher or students characteristics

CWCS applies to all students enrolled in a school district program. Students with disabilities that attend general curriculum or modified curriculum courses are reported through CWCS with their special education services reflected by the appropriate course rigor level. CWCS is NOT collecting information on special education students that are not receiving services in general education settings.

4K implications: Wisconsin Model Early Learning Standards (WMELS) apply to early childhood special education, 4K and 5K. They reflect five comprehensive domains: Health and Physical Development, Social and Emotional Development, Language Development and Communication (includes Early Literacy), Approaches to Learning, and Cognition and General Knowledge (includes Early Math). Wisconsin Common Core State Standards (CCSS) apply also to 4K and 5K. Both the WMELS and CCSS assist in determining and guiding assessment and curriculum decisions.

School Assignment

Requirement: The submitting district and submitting school code are reported through the section/course/teacher record and the student and completion record. Students may take classes at multiple schools within their resident district. Wisconsin Student Locator System (WSLS) School code becomes a required field when a student goes to another school within their resident district to take a class. The school where the student went to take a class may report the section/course/teacher and student/completion records for the coursework completed. The WSLS School is the school that holds the students Wisconsin Student Number Identification (WSN ID) (where the student is enrolled).

4K Community Approach (4K CA) program implications: The district should assign a school code to all 4K classrooms including those located in community settings such as child care and Head Start. Codes for 4K CA models: the method of assigning a school code would be designated by the district:

- Community sites may have their own school code
- Community sites may be linked to a neighboring elementary school building

- Community sites may be assigned to a common code representing all community sites

Teacher Assignment

Required field, teacher role: For each course, the teacher is reported as: single, multiple, single, or multiple with collaborating teacher: <http://dpi.wi.gov/lbstat/datateacherrole.html>.

4K implications: 4K teachers are reported as single, multiple, single, or multiple with collaborating teacher. The 4K teacher in a 4K CA model (whether hired by the district or the community site) is also reported using one of these 3 teacher roles or a combination of multiple roles as they are considered the official 4K teacher and are licensed.

Classroom Type

Optional field: Classrooms are reported as single or multiple grade level classrooms.

4K CA implications: Single level is when you have an elementary classroom comprised of all 4K grade level students. A multiple grade 4K level classroom could be comprised of 3K or 5K grade level students: http://www.dpi.wi.gov/lbstat/pdf/cwcsdataelements_phase2_v2.2.pdf)

Course Title/Codes

Requirement: Beginning in school year 2012-2013 all Wisconsin school districts will report using the National Center for Education Statistics (NCES) elementary course codes.

4K implications: CWCS reporting should be based on these standards and should reflect the curriculum, instructional approaches, assessments, and report to parents. Examples include:

Instructional strategy	Standards based, fully integrated curriculum, evaluation not based on benchmarks	Standards based, fully integrated curriculum	WMELS Standards based, comprehensive curriculum, benchmarks established	WMELS Standards and statutes defined courses	Multiage groupings that do not employ grade level content standards
Course Title	Single course listed: 73028 Early Childhood Education	Single course listed: 73028 Early Childhood Education with related links show focus areas such as: 51026 Language Arts Early Childhood 52028 Math Early Childhood 54428 Social Studies	Courses listed: 51026 Language Arts Early Childhood 51038-Reading Early Childhood 52028 Math Early Childhood 54428 Social Studies 58028 Physical Education Early Childhood	Courses listed: 58028 Physical Education Early Childhood 51026 Language Arts Early Childhood 51038 Reading Early Childhood 52028 Math Early Childhood 53228 Science Early Childhood 54428 Social	51037 Language Arts 51049 Reading 51139 Writing 52039 Math 53239 Science 54439 Social Studies 55139 Music 55189 Art

				Studies 55178 Art Early Childhood 55128 Music Early Childhood	58039 Physical Education
Report Card/ Progress Report	General information on progress	General information on progress with some detailed report on progress in select areas	Progress reported by areas identified	Progress reported by areas identified	Progress reported by areas identified
Grade Level	Grade listed as Competency based	Pass-Fail or Achievement score	Pass-Fail or Achievement score	Pass-Fail or Achievement score	Grade listed as Competency based

Course Level (also known as “Rigor”)

Requirement: Each course is assigned a level, or rigor, that conveys the intensity of the course.

4K implications: Several of the elementary course levels apply to 4K:

- General or Regular Course Level: this course meets the state’s expectations for content mastery, and this course focuses primarily on common concepts. The rigor for children with Individualized Education Programs (IEPs) who participate in the general 4K curriculum are reported here. The general or regular course level would include children receiving special education in 4K who participate in general curriculum with or without program/curriculum modifications.
- Basic Course Level: this course focuses primarily on skills development to prepare a student for a general course. AND/OR is a MODIFIED course designed for students needing additional support and/or services. Children with IEPs in 4K will be in the basic level if they have program/curriculum modifications and therefore are not participating in the regular curriculum.

In most situations, children in 4K will be in the general level. Children receiving special education in 4K will be in the basic level if they have program/curriculum modifications and the IEP reflects that the child is not involved full time in the general education curriculum (see State Sample IEP Form I-4). Special education students who participate in general education curriculum with accommodations only are reported in the general level.

Click here for a chart on the [Matrix for CWCS Course Code Rigor](#), the elementary code is page 2.

Grade Earned

Requirement: This is the value assigned by the district to the assessment of the student’s progress within each course based on a reporting term. The course achievement score can take different approaches based on the districts approach to grading. Grade earned practices should be reflected in approaches to progress reports and/or report cards. Grade earned reporting options can include:

- Achievement scores are not used and the grade earned is listed as a competency-based credit (CBC) versus a numeric value
- No grade earned and courses are reported as pass or fail
- An achievement grading structure can be developed for each course; this grade is then converted into a four point scale for reporting purposes (0=fail and 4=highest value).

Course Completion Status

Requirement: Completion Status is a point in time indicator of a student's progress in a course. Completion status is not the same as "pass or fail" in a grade level at the end of the school year. Reported quarterly this status identifies if the child is meeting or exceeding the course standard during each quarterly reporting period based on the teacher's assessment of progress.

Completion Status	Code	Description/Comments
Passing	P	The student's coursework recorded for this course or program was assigned a passing completion status.
Failing	F	The student's coursework recorded for this course or program was assigned a failing completion status.
Incomplete	I	The student's did not attend the specified term and frequent absence is ineligible to be assigned a grade earned nor course completion.
Withdrawal or Dropped	WD	The student withdrew or dropped the course within the specified term and was assigned a completion status of withdrawal or dropped. A student receiving a withdrawn or dropped completion status is ineligible to be assigned a grade earned or credits earned for that course.

Grade Level Completion

Requirements: CWCS does not record grade level completion. While grade completion or retention is not directly part of CWCS, it is important to note the distinction among completion status and grade level completion.

4K implications:

- The classroom may be in an elementary school or other district 4K community site such as child care or Head Start.
- Multiple grade level classroom structure is based on combining grade levels such as 4K and 5K. Multiple grade level classrooms are not defined based on the age of the children enrolled; for example, a 4K classroom that is a placement for 3 year olds with disabilities is not a multiple grade classroom.

RESOURCES

<http://dpi.wi.gov/lbstat/cwcsapp.html>

☐ ISES Help Desk –800-507-5744

The Coursework Completion System (CWCS)

http://www.dpi.wi.gov/lbstat/doc/cwcs_intro_and_key_points.doc

Select NCES School Course Codes Appropriate for WI Four Year Old Kindergarten Programs

Course Title	Course Number	Course Subject Area	Course Identifier	Course Description
Language Arts (early childhood education)	51026	51	026	Language Arts (early childhood education) courses develop students' readiness for language arts learning in reading, writing, listening, and speaking. Courses may include activities related to phonics, phonemic awareness, and vocabulary. Content is age appropriate and conforms to any existing state standards for early childhood education.
Language Arts	51037	51	037	Code 51037, representing Language Arts courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."), or when the content descriptions above (Language Arts, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated in this course code.
Literature/Reading				
Reading (early childhood education)	51038	51	038	Reading (early childhood education) courses develop students' readiness for language arts, particularly focusing on reading skills. Courses may include activities related to phonics, phonemic awareness, and vocabulary. Content is age-appropriate and conforms to any existing state standards for early childhood education.
Reading	51049	51	049	Code 51049, representing Reading courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."), or when the content descriptions above (Reading, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.
Foundation Mathematics				
Mathematics (early childhood education)	52028	52	028	Mathematics (early childhood education) courses cover foundational skills and concepts related to mathematics. Content is age appropriate and conforms to any existing state standards for early childhood education.

Course Title	Course Number	Course Subject Area	Course Identifier	Course Description
Integrated/Other				
Science (early childhood education)	53228	53	228	Science (early childhood education) courses cover foundational skills and concepts related to science, such as investigation and observation. Content is age appropriate and conforms to any existing state standards for early childhood education.
Science	53239	53	239	Code 53239, representing Science courses that are not grade differentiated, should be used when a state or locality does not have or does not employ grade-level content standards, when those standards may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."), or when the content descriptions above (Science, early childhood education through grade 8) do not fit the courses offered. The grade span element should be included to define which grades may be incorporated by this course code.
General Social Studies				
Social Studies (early childhood education)	54428	54	428	Social Studies (early childhood education) courses provide a developmentally appropriate understanding of social studies concepts, helping students begin to develop an understanding of self and others; the concept of time (past and present events); and skills conducive to citizenship, such as group decision making. Content is age appropriate and conforms to any existing state standards for early childhood education.
Fine and Performing Arts				
Music (early childhood education)	55128	55	128	Music (early childhood education) courses provide developmentally appropriate activities to enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Specific course content conforms to any existing state standards for early childhood education.
Visual Arts				
Art (early childhood education)	55178	55	178	Art (early childhood education) courses provide to students developmentally appropriate activities to foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Although the art form typically involves visual arts (drawing, painting, sculpture, crafts, and the like), students may also explore other forms of art such as dance, music, and theater. Specific course content conforms to any existing state standards for early childhood education.
Foreign Language and Literature				
Foreign Language (early childhood education)	56028	56	028	Foreign Language (early childhood education) courses engage students in developmentally appropriate activities to acquire the language arts skills (listening, speaking, reading, and writing) necessary to communicate in a foreign language. Course content typically includes some introduction to other cultures. Specific content depends upon state standards for early childhood education.

Course Title	Course Number	Course Subject Area	Course Identifier	Course Description
Physical, Health, and Safety Education				
Physical Education (early childhood education)	58028	58	028	Physical Education (early childhood education) courses emphasize fundamental movement skills, body awareness and control, safety, and the enjoyment of physical activity. Specific content depends upon state standards for early childhood education.
Non-subject Specific				
Early Childhood Education	73028	73	028	Code 73028 represents Early Childhood Education courses that are not differentiated by subject area—that is, instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for early childhood education.

Click here to see a complete listing of the [NCES Elementary School Course Code List](#)